
AP[®] United States History

Sample Student Responses and Scoring Commentary Set 1

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Document-Based Question

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Question 1: Document-Based Question, Role of the Federal Government**7 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which the role of the federal government in the United States economy changed from 1932 to 1980.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“The role of the federal government in the United States economy changed from 1932 to 1980.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States economy experienced both recessions and boom periods from 1932 to 1980.”</i> Provide an overly generalized response to the prompt <i>“The federal government was not very interested in the United States economy from 1932 to 1980.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“From 1932 to 1980, the federal government became increasingly invested in finding ways to use federal power to ensure economic stability and growth, which later produced criticism of the expansion of federal power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The period between 1932 and 1980 was marked by the rise and fall of a New Deal order in United States politics, one that witnessed federal government intervention into the economy, the formation of new social programs, and the creation of new regulatory agencies.”</i> Establish a line of reasoning <i>“The government increased its role in the economy by actively creating programs to provide jobs to workers.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Economic panics shed light on the weaknesses of the federal government during the era of the Articles of Confederation.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The government was very active in people’s lives during the time period.”</i>	Responses that earn this point: - Accurately describe a context relevant to the role of the federal government in the United States economy from 1932 to 1980. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Jacksonian debates about the economy - Gilded Age - Laissez-faire economics - First World War - Roaring Twenties 1929 stock market crash/Black Friday - Cold War - Globalization Examples of acceptable contextualization: <i>“During the Gilded Age, many businesses and politicians argued that government should pursue laissez-faire policies and not be involved in the economy.”</i> <i>“The stock market crashed, causing lots of unemployment.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote the content of the documents without providing an accompanying description • Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: • Accurately describe—rather than simply quote—the content from at least three of the documents to address the role of the federal government in the United States economy from 1932 to 1980. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument • [Document 1]: “Document 1 discusses racial discrimination in New Deal programs.” • [Document 2]: “Document 2 shows a government program to recruit migrant farm workers.”	Responses that earn 2 points: • Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: • [Document 7]: “As illustrated in Document 7, by the 1970s, more and more political leaders were arguing that the government was interfering too much in the economy through taxation and regulation.” [Uses evidence from the document to support an argument about changing attitudes towards government spending] • [Document 6]: “Document 6 shows how some groups in the United States, such as farm workers, advocated for the United States government to support their efforts at gaining economic opportunities and protections.” [Uses evidence from the document to support an argument about how labor unions advocated for increased government intervention in the economy]
	Additional Notes: • To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.	Responses that earn this point: • Must use at least one specific piece of historical evidence relevant to the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • Great Depression • New Deal • Franklin Roosevelt • Liberalism • Postwar economic growth • Baby boom • GI Bill • Conservatism • New Right • Great Society • Lyndon B. Johnson • Civil Rights movement • Dolores Huerta • Deindustrialization in the Rust Belt • Ronald Reagan Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>“Lyndon B. Johnson’s Great Society further expanded the federal government’s role in the economy by creating government programs to fight poverty.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Ronald Reagan gained support in the Election of 1980 by arguing that the federal government should have less control over the economy.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>“Document 3 was photographed during the Cold War.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“Document 1 claims the Works Progress Administration discriminated against women of color.”</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: [Document 7]: <i>“Document 7 demonstrates how Republicans like Holt began to more actively attempt to limit the role of the federal government, which marked a turn away from the predominance of liberalism in the 1950s and 1960s.”</i> [Connects the point of view of the document relevant to an argument about changing ideas about the role of the federal government in the United States economy] Example of acceptable explanation of the relevance of the author’s purpose: [Document 4]: <i>“In Document 4, President John F. Kennedy’s purpose was to promote the idea that the United States had a moral obligation to intervene and help citizens through actions like government programs to provide health insurance to older Americans.”</i> [Connects the purpose of the document relevant to an argument about how liberal ideas in the postwar era promoted government action in the economy to address social issues] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 3]: <i>“Document 3 illustrates how competition with the Soviet Union during the Cold War influenced the federal government’s decision to spend money on federal projects, such as the interstate highway system.”</i> [Connects the historical situation of the document relevant to an argument about the role of foreign affairs in the changing role of government in the economy] Example of acceptable explanation of the relevance of the audience: [Document 1]: <i>“The audience for Document 1 was government officials who both supported the expansion of government aid during the New Deal, while they also needed to maintain popular support for the New Deal amongst southern segregationists.”</i> [Connects the audience of the document relevant to an argument about the differences in the outcomes of government intervention in the economy for different groups]

Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–1 points)	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that the rise of liberalism encouraged the federal government’s role in the United States economy to increase steadily throughout the period, which eventually led to a resurgence of conservatism, arguing for a more limited role for the federal government. It then qualifies this argument by discussing how many federal programs such as Social Security remained popular despite growing conservative sentiment. [Explaining multiple perspectives] - The response argues that the federal government’s role in the United States economy was felt differently in various regions throughout this period. It points to the effect of government spending for urban areas in the North and West during the New Deal and Second World War, and the influence of government spending on the rise of the Sunbelt during the 1950s through 1970s. [Explaining insightful connections across geographical areas]
	Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. - To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937	- Claims the Works Progress Administration's discrimination against women of color is negatively impacting their quality of life - Asks for investigation into why teachers are not being employed - States that White women have been hired for jobs while African American women lost their jobs - Asks for relief from the government for African American women if they cannot be hired by the WPA	- The women members of the Workers Council of Colored People wrote this letter to alert Harry Hopkins and the WPA to the unexplained injustices enacted by the organization. [audience/purpose] - The letter was written during the New Deal when the federal government was growing in size and providing more services to Americans, while Jim Crow racial discrimination was still prevalent. [situation]
2. United States War Food Administration, pamphlet distributed to farmers, 1943	- States that if enough farm laborers can't be supplied, surplus workers from other areas will be supplied - States that migrant farm laborers come from Mexico, Jamaica, and the Bahamas - States that agreements are made with other countries to bring in these laborers	- The pamphlet was written during the Second World War, at a time when there were labor shortages because of mass mobilization for the war effort. [situation] - The audience of the pamphlet was farmers who were seeking to support the war effort by recruiting immigrant laborers due to labor shortages during the war. [audience]
3. Federal officials attending an exhibition about the Federal-Aid Highway Act of 1956, a law that funded the creation of a system of interstate highways across the United States, 1957	- Depicts an exhibition map of the public roads that connect to form a national highway system - Shows federal officials standing in front of the map	- The map was created at a time when the United States was focused on defending the country from foreign attack during the Cold War. [situation] - The map was created to inform politicians and the public about the intended outcomes of the Federal-Aid Highway Act of 1956. [purpose]
4. President John F. Kennedy, State of the Union address, 1962	- Argues that the wealth of the United States should be used to expand opportunities for Americans - Argues for the importance of health insurance for older Americans - Claims that private health insurance only helps a few Americans and is too costly and limited	- The State of the Union address was delivered at a time when liberal ideas about using government power to address social issues such as poverty and to improve Americans' lives were influential throughout the country. [situation] - The State of the Union message was delivered in order to convince Americans to support health insurance provided by the federal government for older Americans. [purpose]

	Argues that the government should extend health insurance to elderly Americans	
5. Barry Goldwater, speech accepting the Republican Party presidential nomination, 1964	- Argues that the Republican Party is focused on the freedom of Americans - Argues that Republicans are focused on resisting concentrated power and keeping power with the people - Argues that Republicans focus on creating opportunities for Americans while not abandoning those in need - Argues that government should maintain a free and competitive economy - Argues that government should be close to the people affected	- The speech was delivered at a time when conservatives in the country were becoming increasingly critical of federal programs and the legacy of the New Deal in the United States. [situation] - Conservatives, such as Barry Goldwater, believed that liberalism in government threatened freedom by increasing federal power. [point of view]
6. César Chávez, statement to the United States Senate, 1969	- Argues that farm workers should be helped by Congress and the nation - Argues that unions are necessary to help farm workers - Argues that unions need government support to be successful - Asks for the assistance of the American people and Congress	- Union activists such as Chávez believed that farm workers need to unite to improve their bargaining power against growers through support from the federal government. [point of view] - During the 1960s, the spread of the African American Civil Rights movement encouraged other groups, such as predominantly Latino farm workers, to advocate for their rights. [situation]
7. Marjorie S. Holt, Republican member of Congress, <i>The Case Against the Reckless Congress</i> , 1976	- Claims that America is devolving into tyranny - States that the level of government spending is high and argues that taxation and inflation hurt private industry - Argues that Congress is at fault for economic problems because of high spending - Argues that central government planning leads to tyranny - Argues that people are governed best by state and local governments	- During the 1970s, economic stagnation led many Americans to question the size and actions of the federal government, which contributed to a rise in the power of the Republican Party. [situation] - Holt hoped to convince the American people that liberalism was failing them and that conservative philosophies should guide the federal government instead. [purpose]

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In the late 19th century after Reconstruction, the U.S. adopted a Laissez-Faire in government relation to the economy. They their economy off economists like Adam Smith and the "Wealth of Nations" which led to demoniation of large Trusts like Standard Oil and U.S. Steel. However, as time passed through the early 20th Century and a series of Progressive presidents such as Teddy Roosevelt were elected and as America joined World War I, the role of the federal government started to become more involved. Although the federal government became very involved in the United States Economy between between the early and middle part of the 1932 to 1980 due to a new line of Keynesian Economic thinking, the later part was characterized by a more Laissez-Faire level of government intervention as the New Right began to become popularized.

The federal government became very involved in the United States Economy between the early and middle part of 1932 to 1980. In 1956 the Federal-Aid Highway Act allowed for the construction of a system of interstate highways across the United states which was eventually put on high apraise by Federal officials on at an exhibition in 1957. The image from the exhibition shows how the use of Federal Money was put into the creation of highways all across the nation which not only created jobs for the actual building of the highway ("Priming the Pump"), but it also allowed for the country to be more interconnected which led to an increase of consumerism. The intended audience of this image is to show the civillians of the United States the interconnectedness that the interstate highways brought and the good effects that government spending is able to have. In a State of the Union Adress in 1962, John F. Kennedy talked about the United States need to use its riches to "expand the opportunities" of its people, specifically through health insurance for the elderly. Like the former image, Kennedy's intended use of federal money to help the eldery would of opened up more federal jobs which would in turn increase unemployment and prosperity through government intervention which is key to the Kenysian principle of "Priming the Pump". A piece of outside evidence that could be helpful to better understand the document is the Lydon B. Johnson's medicare. Before John F. Kennedy could provide healthcare for the elderly he was sadly assasinated, and his vice president Lydnon B. Johnson took his place. After taking office, Johnson inacted the "Great Society" which was in part a "War on Poverty". In this "War on Poverty", Johnson carried on the legacy of Keendy by creating Medicare which provided health insurance for individuals over 65. This evidence shows that although Kennedy was not able to interven in the economy and provide healthcare and government jobs, his predecessor was able to do so.

The later part of the period 1932 to 1980 was characterized by a more Laissez-Fair level of economic government intervention. In Barry Goldwater's Republican nomination speech in 1964, he prompted a "free and competitive economy" without much intervention from the government. Barry Goldwater showed the beginning of the modern conservatism which intertwined Christianity and old conservative principles in something called the "Moral Majority" and the "New Right". This speech illustrates both the ideals of Barry Goldwater and the New Right which was to keep the economy free of government intervention and this this continued to play a major role in politics in the late 20th century. The intended audience for this speech is not only big buisnesses as Goldwater was hoping to gain their support with his laissez-faire style government, but also regular working class citizens due to his reassurance of not abandoning the needy or helpless. An example of the New Right in play is in Majorie S. Holt's *The Case against the Reckless Congress* in which she says economic planning

by the government which already makes up 37 percent of the United States GDP will lead to tyranny. This speech again characterizes the growth of the New Right in not only the government as it is accepted among many Republican Party Members, but also among the citizens as in the election of 1980, Ronald Reagan became president.

This fight between the United States Role in the economy between the Democrats and the New Right is similar to the the fight between all government intervention between the Federalists and the Democratic-Republicans in the early years of the Republic. After the Constitution was ratified in 1788 and Federalist George Washington was placed as president, the battle between the Loose Constructionalist Federalists and the Strict Constructionalis Democratic-Republicans began. Like the Democrats, Federalists believed a strong government that intervened in the countries affairs which is seen three Alexander Hamilton's national bank and the continued use of the "necessary and proper" clause. And like the Republicans, the Democratic-Republicans did not believe in a strong governmetn with lots of intervention which is seen through James Madison's rejection of the tarrifs in Henry Clay's American System. However, the early republics continued debate about government intervention is different then the Democrats and Republicans as the early debate reagarded all aspects of intervention (Political, economic, etc...), not just economic.

Before the period from 1932 to 1980, America was characterized which a very large economic growth, due to risky banking practices, the effects of a war away from home, and the consumer revolution. The government didn't intervene a lot in the economy in comparison to later. However, the great depression hit on black tuesday, resulting in a giant economic downturn. During 1932 to 1980, the U.S. government extended it's federal overreach in the economy, through connecting trade and travel, advocating for the equal opportunies to all and the protectment of the people via healthcare and many things, and the intake of immigrants to the war effort.

Under President Eisenhower, a system was made, the Insterstate highway system. This is shown in Document three, with a photo of a poster of the new public federal-aid highway act of 1956, which created interstate highways. This resulted in better trade and transport in the U.S., boosing the economy by a lot. Building infrastrucutre such as this was opposed in the american system by Henry Clay, due to concerns on federal overreach among others. However, in 1956, the federal government reached out to build and connect the U.S. for military (planes taking off) and economic (trade/transport) reasons, showing how much the U.S. federal government in the economy changed from 1932 to 1980 through expansion of federal power.

The role of the federal government in the U.S. economy during 1932 to 1980 also changed due to their viewpoint on the people of the U.S.. JFK said in document four, a state of the union address in 1962, that America must help their people. JFK explains that its citizens, including the needy, elderly, and the young, must be helped due to the U.S.'s wealth. He explains how the U.S. needed to provide healthcare to the elderly and reduce costs in insurance, showing the federal want to expand on helping it's citizens. The purpose of this address was to convince the political people to provide healthcare coverage for elderly, instead of using private health insurance. This shows JFK's view on citizens, that they should be helped, especially the elderly. Document five, by Barry Goldwater is a speech in 1964. It talks about the need for the the government to encourage a free and competitive economy, which would not abandon the needy or forsake the helplessness. This shows that during 1932-1980, the governemnt, or at least people in power, wanted to make sure no one was left behind as the economy boomed, through different things such as health insurance, or creating a fertile economy for many new minds to thrive on. And lastly, document six, a statement made by a leader of the National Farm Workers Associated, a labor union, in 1969, talks about the pressure sent to the government to supprort the needy. In it, Chavez, the author, writes about a suggestion to close the economic and social gap of conditions of wage earners, through unions. It talks about the need for these unions to be backed up by the government. It's audience was the government and congress, showing why congress would focus on things explained in the previous document I said, on creating a better economy that allowed more people to have an easier time fitting into. These three documents show the increasing reach into the citizens of the U.S. by the federal government, and why.

Last but not least, document two shows the earlier role for the federal government on the economy. It shows the U.S. War Food Administration's pamphlet distributed to farmers in 1943. In it, it explains how labor in the U.S. might not be enough during WWII, where mass production of food was needed to aid soldiers fighting. In, it, it explains how the U.S. is willing in bring in workers from countries such as Mexico, Jamaica, and the Bahamas. This shows the change from the role of the government, from the immigration act, which limited immigrants, to this, which allows immigrants to come in. This influx of immigrants in the U.S. allowed better economics, as often these immigrants took up jobs no American wanted, resulting in a boom of agriculture especially in the sunbelt states area. This boosted the economy by a lot, increasing the agricultural sector. This shows the role of the

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federal government in the economy changed from 1932-1980, changing the immigration views from neutral/nativist to welcoming, and therefore contributing to the rise of the economy due to the immigrants.

The role of the federal government in the United States economy changed from 1932 to 1980 by creating and funding projects and innovations that would later on benefit everyone and it would lead to having a great economy.

For example when the U.S. decided to fund the creation of a system of interstate highways all over the U.S it led to a huge accomplishment because now people could travel from city to city easier and quicker and it was more convenient for people who had to travel to major cities for their jobs, home, etc. And now since people could move around the country easier it led to employment rates going up which boosted the economy.

When John F. Kennedy decided to state the welfare of the needy it led to people who didn't have much resources to be able to get the right education for themselves and their children as well as a great healthcare system for elderly people. This was great because many elderly people who had a lot of hospital bills but had no way of paying them could now get the help and the correct treatment needed in order to live a longer and healthier life. And for the citizens in need who didn't have much can now live a more modern lifestyle in which their children could finally get the correct education needed in order to be successful and parents could provide them with more resources that they really need.

Cesar Chavez who was the leader of the National Farm Workers Association which was a union that consisted of many Mexican-descended migrant farm workers. He wanted the nation to help the farmworkers who would work hard labor and get an unfair wage compared to others who would do less but earn more. Chavez wanted justice for them and he preached for the social justice of the farm workers. With the help of the government if they were able to fix the corrupt unions in which these workers were working in they would be able to have a bit more freedom and be able to live a better life due to their harsh conditions that they were working in being fixed.

The role of the United States government changed into being focused on creating opportunities for the people of America and fixing some systems that were still not being fair to everyone. All of this combined with the effort that the U.S. citizens put in together was the start of a huge economy boom for the country and now helped everyone so they could live a happier and more comfortable life in the United States.

Question 1 – Document-Based Question

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

Sample: 1A

Thesis Score: 1

Contextualization Score: 1

Evidence from Documents Score: 2

Evidence Beyond Documents Score: 1

Analysis and Reasoning: Sourcing Score: 1

Analysis and Reasoning: Complexity Score: 1

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim because it responds to the prompt with a historically defensible claim that establishes a line of reasoning at the end of the first paragraph: “Although the federal government became very involved in the United States Economy between between the early and middle part of the 1932 to 1980 due to a new line of Keynesian Economic thinking, the later part was characterized by a more Laissez-Faire level of government intervention as the New Right began to become popularized.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it situates the response within the context of the evolution of the United States government involvement in the economy from a laissez-faire approach in the late nineteenth century to a more involved government role in the Progressive Era and during the First World War.

C. Evidence

Evidence from the Documents (0–2 points): 2

The response earned 1 point for using evidence from Documents 3, 4, 5, and 7 to address the topic of the prompt.

The response earned 1 point for using evidence from the documents to support an argument in response to the prompt. The response uses Document 3 to support an argument about the way the federal highway system primed the pump of economic growth and stimulated job creation. The response uses Document 4 to support an argument about how the federal government saw the potential for social welfare to be an engine of prosperity to reduce unemployment. The response uses Documents 5 and 7 to support an argument about the growth of the New Right during the mid-1960s and 1970s, which promoted a laissez-faire approach to the role of the federal government in the economy that was a departure from the interventionist approach of the previous decades.

Question 1 – Document-Based Question (continued)**Evidence Beyond the Documents (0–1 points): 1**

The response earned 1 point for using evidence beyond the documents to support an argument relevant to the prompt. In paragraph two, the response discusses Lyndon Johnson’s Great Society, with its War on Poverty and Medicare, as examples of the ways in which the federal government continued to be involved in the economy after Kennedy.

D. Analysis and Reasoning**Document Sourcing (0–1 points): 1**

The response earned 1 point for document sourcing by successfully sourcing at least two documents. The response explains how the audience of Document 3 shows how the federal government sought to build support for interventions in the economy by promoting the positive effects of government spending. Additionally, the response explains the historical situation of Document 4 as an example of the Keynesian principle of “Priming the Pump,” which the response argues was a motivation behind greater government intervention in the economy. The response accurately explains how the historical situation of Document 5 was the rise of modern conservatism, which combined religious values and conservative principles in opposing the more liberal approaches to government’s role in the economy that predominated earlier in the period. The response also explains how the historical situation of Document 7 shows the growing influence of the New Right in the Republican Party, which led to the election of Ronald Reagan in 1980.

Demonstrating Complex Understanding (0–1 points): 1

The response earned 1 point for demonstrating a complex understanding because it effectively explains how the point of view, purpose, historical situation, and/or audience of four of the documents supports an argument that responds to the prompt. The response also demonstrates a complex understanding by explaining an insightful connection across chronological periods. The last paragraph develops an extended comparison between the debate over the role of government in the economy from 1932 to 1980 and the debate over the role of government in the early republic.

Sample: 1B**Thesis Score: 1****Contextualization Score: 1****Evidence from Documents Score: 2****Evidence Beyond Documents Score: 0****Analysis and Reasoning: Sourcing Score: 1****Analysis and Reasoning: Complexity Score: 0****Total Score: 5****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis because it establishes a historically defensible claim that establishes a line of reasoning in the first paragraph: “During 1932 to 1980, the U.S. government extended its federal overreach in the economy, through connecting trade and travel, advocating for the equal opportunities to all and the protectment of the people via healthcare and many things, and the intake of immigrants to the war effort.”

Question 1 – Document-Based Question (continued)**B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization because in the first paragraph the response describes a broader historical context, including the lack of government intervention during a period that included “risky banking practices” and a growing consumer culture that ultimately contributed to the Great Depression, which prompted changes to the role of the government in the economy.

C. Evidence**Evidence from the Documents (0–2 points): 2**

The response earned 1 point for using content from Documents 2, 3, 4, and 6 to address the topic of the prompt.

The response earned 1 point for using evidence from the documents to support an argument in response to the prompt. The response uses Document 3 to support an argument in the second paragraph about how the construction of the interstate highways represented an expansion of federal power compared to its previous role in developing transportation infrastructure. The response uses Document 4 to support an argument in the third paragraph about how the desire of the federal government to provide help to its citizens led to an expanded federal role in the economy. Later in the paragraph, the response uses Document 6 to support an argument about the growing role of the government in the lives of citizens. The response uses Document 2 to support an argument in the final paragraph about the ways in which federal policies toward immigration changed in response to economic demands for labor. The response attempts to use Document 5 to support the claim that Barry Goldwater supported the policies discussed by John F. Kennedy in Document 4, but this is an incorrect interpretation of the document as Goldwater actually argued that the role of the federal government should be reduced with regard to economic intervention.

Evidence Beyond the Documents (0–1 points): 0

The response did not earn the point for using evidence beyond the documents because it does not contain at least one additional piece of specific historical evidence relevant to an argument about the prompt.

D. Analysis and Reasoning**Document Sourcing (0–1 points): 1**

The response earned 1 point for document sourcing because it explains how the historical situation of Document 3 concerning the military rationale for highway construction contributed to increased government intervention in the economy. The response accurately explains how the purpose of Document 4, to convince lawmakers to support the creation of federal healthcare for the elderly, supports the argument that changing views about providing help to American citizens led to greater government involvement in the economy. Additionally, the response explains the historical situation of Document 2 within the context of World War II, arguing that the wartime needs for additional food production led to a change in government involvement in promoting immigration. The response attempts to explain how the audience of Document 6 is relevant to an argument, but it is too broad in its claim that the audience is the entire government and does not explain the relevance to the argument.

Question 1 – Document-Based Question (continued)**Demonstrating Complex Understanding (0–1 points): 0**

The response did not earn the point for demonstrating a complex understanding because it makes no attempt at sophisticated argumentation or effective use of evidence.

Sample: 1C**Thesis Score: 1****Contextualization Score: 0****Evidence from Documents Score: 1****Evidence Beyond Documents Score: 0****Analysis and Reasoning: Sourcing Score: 0****Analysis and Reasoning: Complexity Score: 0****Total Score: 2****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis/claim because it responds to the prompt with a minimally defensible claim that establishes a generalized line of reasoning in the first paragraph: “The role of the federal government in the United States economy changed from 1932 to 1980 by creating and funding projects and innovations that would later on benefit everyone and it would lead to having a great economy.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it does not provide a broader historical context relevant to the prompt.

C. Evidence**Evidence from the Documents (0–2 points): 1**

The response earned 1 point for evidence from the documents for describing the content of at least three documents to address the topic of the prompt. The content of Documents 3, 4, and 6 are used to address the topic of the prompt. No other documents are used.

The response did not use any documents to support an argument in response to the prompt.

Evidence Beyond the Documents (0–1 points): 0

The response did not earn the point for using evidence beyond the documents relevant to an argument about the prompt because it does not include relevant evidence beyond the documents.

D. Analysis and Reasoning**Document Sourcing (0–1 points): 0**

The response did not earn the point for document sourcing because it makes no attempt to explain how or why any document’s point of view, purpose, historical situation, and/or audience is relevant to an argument about the prompt.

Question 1 – Document-Based Question (continued)

Demonstrating Complex Understanding (0–1 points): 0

The response did not earn the point for demonstrating a complex understanding because it makes no attempt at sophisticated argumentation or effective use of evidence.